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ABSTRACT

The relatively high incidence of troubled youth with poor academic skills in the areas of reading, language arts, and math has been, and continues to be, a very real concern in Canada. This fact in itself is indicative of existing problems in providing effective educational services to troubled youth. The school itself has been equated with being a major contributing factor to the problem. Alternative educational strategies were implemented through the redesigning of the existing academic program delivery system within a secure custody facility. Specifically, a program utilizing individualized, one-on-one instruction was designed and implemented. The youth involved in the project, at the end of a specified time period, demonstrated success in one or more of the identified subject areas of reading, writing, and/or math as evidenced by a measure of growth resulting from the comparison of achievement results attained before implementation, and after the project has ended. The purpose was to provide evidence to support the recommendation for modification of current methods of educational delivery. Documentation and statistics in table and graphic form of the results are included. Contains 24 references. (JE)

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Redesigning Program Delivery To Accommodate The Individual Educational Needs Of Young Offenders In A Secure Custody Facility

by

Geraldine Langer

Cohort 50

A Practicum Report Presented to the
Master's Program for Child and Youth Care Administrators
in Partial Fulfilment of the Requirements
for the Degree of Master of Science

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Jan 5, 1993
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Abstract

Redesigning program delivery to accommodate the individual educational needs of young offenders in a secure custody setting. Langer, Geraldine, 1992: Practicum Report, Nova University, Master's Program for Child and Youth Care Administrators. Descriptors: Juvenile Delinquent/ Education/School/Achievement/Academic Performance/Alternate Education/ Diagnostic Classroom/Individualized Instruction/Non Formal Education/ Assessment/Young Offender/Troubled Youth.

The relatively high incidence of troubled youth with poor academic skills in the areas of reading, language arts, and math has been, and continues to be a very real concern. This fact in itself is indicative of existing problems in providing effective educational services to troubled youth. The school itself has been equated with being a major contributing factor to the problem.

The author implemented alternative educational strategies through the redesigning of the existing academic program delivery system. The youth involved in the project, at the end of a specified time period, demonstrated success in one or more of the identified subject areas of reading, writing, and/or math as evidenced by a measure of growth resulting from the comparison of achievement results attained before implementation, and after the project has ended.

The purpose was to provide evidence to support the recommendation for modification of current methods of educational delivery. Documentation, and statistics in table and graphic form of the results are included.

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Chapter 1

INTRODUCTION

Overview of the Centre

The practicum setting is a secure custody facility for young offenders, otherwise referred to as the Centre. The Centre is government owned, and operated by the Department of Social Services, Youth Corrections Division. The Centre, as it now exists, was built in 1953, after the previous building was destroyed by fire. From 1953 to 1983, the Centre, operated by the Child Welfare Division of the Department of Social Services, functioned, in accordance with the 1908 Juvenile Delinquents Act, as a home and training school for youth, who, for various reasons were removed from their homes, involved in unlawful behaviour, runaways and/or otherwise deemed "out of control". The facility was not built as a "jail", and whenever possible attempts were made to help the boys to re-adjust, and function successfully in society.

In 1983, the structure and function of the Centre changed in response to the introduction of the Young Offenders Act, which came into effect nationwide in Canada, April 1, 1984. The Young Offenders Act governs

youth involved in illegal activity. The introduction of the Young Offenders Act precipitated the temporary closing of the Centre for the purposes of accommodating the necessary modifications to become a secure custody facility.

Philosophy of the Centre

The Centre operates in accordance with the Young Offenders Act, which represents a fundamental shift in philosophy from that underpinning the 1908 Juvenile Delinquents Act. The Young Offenders Act balances the rights of society, the responsibility that young offenders must bear for their actions, and the special needs, and rights of young people. The Act recognizes that young people have special needs, and should not always be held accountable in the same manner, or suffer the same consequences as adults, because they are less mature, and more dependent on others. They not only require more supervision, discipline, and control, but must also be given guidance, assistance, and special protection for their special rights, and needs. The Act applies to offenders from the age of thirteen years to the age of seventeen years inclusive. The maximum sentence a young person can currently receive for a criminal offence in accordance with the Young Offenders Act is three (3) years, even for the most serious of crimes, including murder. This Act, however, is currently being amended.

The Centre, which is located in the community, is a residential treatment centre. It emphasizes the safety and security of society as a whole, as well as the safety and security of the youth while in custody. Because of this emphasis on safety and security, the maximum number of residents that can be accommodated at any given time has been restricted to twenty from a very crowded population, which at times exceeded forty residents. These youth are incarcerated for periods of time to a maximum of three years as a result of being convicted of criminal activity. The Centre's philosophy places emphasis on safety and security while, recognizing and ministering to the needs of these troubled youth. It meets its mandate of providing safety and security to society through the incarceration of young offenders.

Programming

The Centre, as previously stated, was initially built and operated under the Juvenile Delinquents Act of 1908, which dictated that youth be treated not as criminals, but as misdirected children, requiring help, guidance and proper supervision. The informality and flexibility of this Act allowed the child to be 'treated' as long as was deemed necessary in order to 'cure' the misbehaviour. In 1983, the law provided for a change in philosophy, in programming, goals and population. The change placed emphasis on safety and security while holding young people accountable for their criminal

behavior. As a result, the Centre provides direct care services and is staffed by twenty (20) youth care workers, who work in shifts of five (5). Each shift has one youth care supervisor, who provides direction and guidance to the youth care staff. The main responsibility of the youth care workers is the direct supervision of the residents in their daily routine. Their duties also include working with youth in groups and on an individual basis, providing for their basic needs, helping, counselling, giving guidance and direction as well as applying behaviour modification techniques.

All residents actively participate in a daily routine. This involves regularly scheduled activities from Monday to Friday starting at 7:45 in the morning and continuing until bedtime at 11:00 P.M. The activities include; personal grooming and hygiene, meals, school, work placement, recreation and leisure time, and preparation for bed. Weekends are less structured.

School

One component of the Centre's operation is the school. The school is a separate building within the compound, which is detached from the main residence. The school is staffed by four teachers and a principal, who also has teaching duties. Class size varies and is dependent upon the number of students and grade level upon admission. Class sizes can range form six students to ten or more per class. The Education Act (1972), as well as the

Schools Act (1984), requires that all children under the age of sixteen (16) years attend school. Therefore, the academic programming can provide courses to accommodate all students, regardless of their academic functioning. All residents irregardless of age or academic standing are required to participate in a program while in custody. Currently, school is the only regularly occurring, structured program in operation at the Centre, therefore, all residents are required to attend school. Academic courses are offered to residents. Provisions are made for those students who are identified as non-academic students. Non-academic students by the Centre's standards are those students who have not attended school for a year or more, who are functionally illiterate, and/or who adamantly refuse to attend academic classes, even when forced. All students including non-academic students are viewed by the teaching staff, as students with special educational needs, and are encouraged to attend school for the purposes of remedial, upgrading, maintenance and enrichment of their current academic standing.

The school program also offers pre vocational, work experiences, which are project oriented, and currently without a formal academic component. These work experience classes were originally designed for those students who have dropped out of school, are most reluctant to attend academic classes, and do not want to learn to read or write. The work experiences

include woodworking, metalworking, welding. However, the students who participate in these classes find it very difficult to cope and/or grasp any concept if their reading and/or math levels are so low that cannot read or complete simple mathematical computations.

Because the skills levels of most of these students are very low, (Myers, 1988), it is difficult for the school to attain its goal of providing students with the academic skills necessary to function successfully in the community. In order to help the students improve their skills, special emphasis must be placed on the basics of reading, writing and math/arithmetic. An essential step in this process is assessment, for the purposes of determining the current academic level of functioning of the students. The onus for ensuring that adequate academic assessment is conducted at the Centre, rests with the principal of the school.

The author is the school principal, and responsible for teaching duties as well as administrative duties as they relate to the school and its operation. As part of the admissions team, which decides upon an individual plan of care for the residents, the author helps youth in deciding on the educational, and vocational options available to them. As principal, the author's responsibility is to organize the educational program as well as to ensure that scheduling, class size and structure are organized, and maintained, and to ensure that all educational testing/assessment is administered. Contact

with outside agencies, and schools is made upon admission and in accordance with individual discharge plans of the residents for the purposes of establishing support systems for the youth upon release from secure custody. The author represents the Centre on all educational matters when it comes to outside agencies and committees as part of the Administration Team. Being directly responsible for the operation of the Centre's school, the principal, in conjunction with, or on behalf of the homeroom teachers, is directly involved in any decision making as it relates to the students, and any individual academic, educational, vocational, planning.

Chapter 2

STUDY OF THE PROBLEM

Problem Statement:

The method of delivery of educational services does not adequately address the unique, individual academic needs of the young offender population served by this Centre, in the areas of cognitive, social, and emotional development. To be more specific, effective education designed to increase the academic achievement levels of the young offender population is not being provided by the current methods of educational delivery offered by this Centre. Documentation will be afforded to support this statement.

One of the current methods of academic program delivery at this Centre is based on a traditional instruction approach consistent with the prescribed curriculum established by the Department of Education. This prescribed curriculum includes a time frame during which content material is to be completed at each grade level. If the objectives are not mastered in each of the prescribed subject areas in the prescribed time, "success" is not achieved. The lecture method of delivery was commonly used at this Centre, and has become a common practice over the years. One possible reason

why this mode of instruction was so prevalent may be related to the mandate of the Centre. It's main emphasis is focused on safety and security; little emphasis is placed on optimal educational methods and outcomes.

This traditional method sees the teacher standing in front of a large group of students, the average class size being approximately twenty-five to thirty students. The teacher, verbally relates the contents of the lesson to the students, asks a few questions about the material covered and then assigns seatwork. The seatwork is comprised of questions on the lesson, which are to be answered in writing. This method of program delivery continues to be a source of frustration for many students, and one of the main reasons why students quit, or refuse to attend school at all.

This delivery method is problematic in this setting because most of the students in the Centre have educational needs that should be addressed on an individual basis. Despite this, few students are, or have been, formally assessed for the purposes of identifying varied special educational needs such as, dyslexia, attention deficit, and hyperactivity. Those who have been formally assessed and diagnosed, under present circumstances, are not receiving the kind of individualized special help they need to help them overcome, or cope with their identified disabilities, or needs, in an attempt to achieve realistic goals to meet their individual needs. The author proposed that current methods of instruction, and/or delivery of educational programs,

within the confines of restrictions and limitations already enforce by the very nature of the facility, had to be modified in an attempt to provide a quality education for the already troubled youth that are served by this Centre.

Documentation Of The Problem:

Much has been written on the subject of juvenile delinquency, and academic achievement. Dunivant, 1982; Finn Stott and Zarichny, 1988; Hill, 1981; Humphrey and Mersky, 1979; as well as Reiter, 1982, have reported on juvenile offenders with learning disabilities, low intellectual ability, school performance, school attendance, and the numerous identified needs of this particular population. Low levels of academic achievement reported by these writers indicate that there is a problem with providing effective educational services to these youth. Jerse and Fakouri, (1978), report that there is a direct correlation between poor school performance, achievement and juvenile delinquency. All the documentation and statistics provided by these and other authors including Pickar and Tori, (1986); and Sherer, (1983), attests to the fact that there is a problem with the delivery of educational services to this group of young people.

The fact that the problem with delivery of educational services exists at this Centre has also been verified and documented. Basil Myers (1988), gathered information and compiled statistics which represented the profile of

a Young Offender, in this particular area. The resulting data included; age, sex, disposition, reading level, years between disposition and leaving school, and grade achieved before leaving school. It was noted that accurate information in certain areas was difficult to obtain, especially with regard to years between disposition and leaving school, as well as grade achieved before disposition. Reasons given for this difficulty included lack of available school records, or inconclusive/incomplete school records, which did not reflect accurate pertinent information.

Based on information obtained from 40% of the population, the residents, surveyed from 1986-1987, performed an average of 4.9 grade levels below their expected chronological performance level. 51.22% of the residents were below a Grade 5 reading level as indicated by test results. These levels did not show significant increase upon release from secure custody. These high percentages of students performing well below grade level, have served as evidence that there is a problem with providing adequate academic services to this particular group of youth. Quite often, the grade completed does not accurately reflect the students' academic achievement or ability (Myers, 1988).

It is the author's opinion, that when presented with an option as to whether or not they attend school, the choice a young offender makes will not likely include school. Often, when forced to do so, the force will be met

with resistance. This is evidenced by the relatively high number of school related incident reports during this two year time period. Statistics from the Centre's records indicate that approximately one third of all incidents and time-outs recorded were for school related problems, such as refusing to attend, and being totally disruptive while in class.

The problem of providing effective education to troubled youth, however, is not exclusive to this Centre. Prison schools, schools for incarcerated youth, as well as public schools in other areas of the country, have experienced similar problems (Myers, 1988). The problem is further complicated by the fact that young offenders are encumbered with so many other characteristic troubles, the least of which is academic problems; or so it may appear to them. The most commonly known characteristic of this particular population is aberrant behaviour (Hardy and Cull, 1974). It is most often this behaviour that makes educators so frustrated trying to teach these students. Quite often, in public school, when there is one or two of these troublesome students in a class of twenty-five to thirty students, their behaviour is quite often so disruptive and aggressive that the classroom teacher is almost constantly policing the classroom trying to maintain control. Very little teaching gets done, if any at all, and everyone suffers as a result. An example of such a student can be seen in Appendix A, which describes an interview with a regular classroom teacher regarding a very

difficult student in her class named Johnny (Morgan and Jenson, 1988, p. 64).

This sample of a difficult student as identified by Morgan and Jenson, (1988), can, for the purposes of portraying severity of behaviour, be multiplied by the number of students attending school at this Centre. Each student demonstrates inappropriate behaviour of such varying degrees of severity, that quite often, teaching becomes impossible. The blatant disregard and lack of respect for authority becomes painfully obvious in the classroom. This is also evidenced by the fact that the behaviour of these youth in society, such as, illegal, criminal activity, again is indicative of disregard for rules and regulations (Hardy and Cull, 1974). Lack of motivation, complicated by other circumstances, including low academic skills, makes the teaching-learning process extremely difficult for both the teacher and the learner alike.

The problem of educating troubled youth becomes further compounded by teaching methods employed in the delivery system. Research in the area of juvenile delinquency and educational programs suggest that traditional teaching methods, such as lecturing, only serve to aggravate an already difficult, and frustrating situation. Hardy and Cull, (1974), suggest that conventional education programs, and the school system itself by their very design and philosophy, rather than provide effective education, serves to

enhance the difficulties of the troubled youth, and further contribute to delinquency. Schools that cater to college bound youth, become a source of disappointment to those who are less capable, who have to work harder, and who require more help. Others have studied juvenile delinquency and school performance, and support the idea that conventional, traditional schooling, very often results in poor performance and as a result, the school then becomes an "uncomfortable environment, at best, and one that continually reminds the individual of his or her own inadequacy" (Finn, Stott and Zarichny, 1988, p. 150.). This feeling of inadequacy can be the source of inappropriate, overt, behaviour which is often demonstrated in the classroom, creating a very difficult environment in which to teach or learn. Similarly, Morgan and Jenson, (1988), provide further evidence of a problematic situation regarding the teaching of juvenile delinquents, and incarcerated youth. They conclude from their studies that, the current status of program development and service delivery to children incarcerated in juvenile correctional facilities can best be described as "confusion, disorder, diversity, and inadequacy" (p. 33).

Causal Analysis:

While evidence exists attesting to the fact that there is a problem with the delivery of educational services to the juvenile delinquent population, an understanding of why this problem exists needs to be perceived before solutions can be formulated. The areas of juvenile delinquency and school performance/achievement, which are directly related to the problem being discussed, has been fairly well researched and documented. It has been determined that traditional schooling, and/or conventional methods of teaching have not proven to be successful with this particular group of adolescents (Samenow, 1984).

What causes this problem? Why is it, that juvenile delinquents do not respond and/or succeed in traditional classrooms, as other children do under the same circumstances?

Juvenile delinquents have been found to perform poorly in school because of: dislike for school, chronic truancy, use of inappropriate cognitive and non-intellective strategies in school setting, low tolerance to frustration, poor self-concept, and poor teaching (Pasternack, Portillos, and Hoff, 1988). This author agrees with these writers, and others, Brandt, and Zlotnick, (1988); and Hill, (1981), that the combination of a number of factors contribute greatly to the problem, These factors and circumstances stem both directly and indirectly from family upbringing, influencing societal

agents, and to a large extent, the school itself. Research has also indicated various factors as being responsible for, and/or contributing to the cause of the problem. Humphery, (1984), who, while noting that youthful offenders in community schools and education programs in correctional institutions do not receive an effective education, expounds in the following statement as to why the problem of educating troubled youth exists:

> this is due to a variety of reasons, particularly the failure to recognize delinquency as a function of society, failure to deal with the "whole" individual, cultural diversity and lifestyles, lack of adequately defined objectives for teachers, lack of framework, lack of community programs, and in many instances, the possibility that teachers do not relate affectively to their students. (p. 2).

Similarly, according to Samenow, (1984), schools have their faults, and legitimate disapproval can be made of them. "Incompetent teachers, overcrowded classrooms, an antiquated physical plant, an unimaginative or rigid curriculum, and lack of discipline all have an adverse impact on learning", (p. 67). These factors identified by Samenow, (1984), as well as outdated teaching methods are key components which contribute to minimal success and poor school achievement. Some writers believe that delinquency is the result of frustration and school failure. Similarly, others

believe that delinquency results in school failure and low academic achievement, which can also be attributed to mental ability.

On the other hand, there are studies suggesting that poor academic achievement and poor school performance are not necessarily related to low mental ability. Studies conducted by Harper, (1988), found this to be true as he concludes from his studies that, it is probable that the juvenile delinquent today is more intelligent and more capable than the delinquents who have been reported in the past. The fact that juvenile delinquents function below their level may not be due of lack of ability. Similarly, according to Samenow (1984), rarely is the problem a lack of intelligence. Rather, the child refuses to absorb academic offerings. "He rejects that which is meaningless to him and consequently does not acquire basic information" (p. 65). Often, students will question "why" they have to learn a particular concept. If no immediate need is evident to acquire such knowledge, they refuse to learn or master the task. If the desire or motivation to learn a concept is present, then, success is achieved. For learning to occur with troubled youth, the knowledge has to be relevant to their immediate personal situation (Samenow, 1984).

While other factors such as the family and society are not unimportant, the school is a major contributing factor to the problem (Schafer, 1967). First of all, the school contributes to academic failure through curriculum

design and evaluation of student's performance and ability. Secondly, teacher's attitude plays a large part in a students performance as well as the student's self evaluation. Frequently, teachers underestimate the potential of many underachieving students. Sometimes, self-fulfilling prophecies are set in motion that see some students "fail", who would succeed had the teacher possessed a positive belief about him/her initially. Teacher attitudes, and teaching methods is often a reflection of a more total school attitude. According to Schafer, (1967), schools are perhaps the most rigid, traditionalistic organizations around, by being concerned primarily with doing things they now do a little bit better, rather than with changing current structures and conceptions.

Many possible and probable causes have been discussed. Because the problem identified is educational in nature, the underlying cause addressed in this particular case is directed toward the educational system, namely; the school. Given this as a basis from which to commence, work was initiated on providing a solution or partial solution to the identified problem by working through that specific contributing causal component, the school.

Chapter 3

GOALS AND OBJECTIVES

The following goal was projected for this practicum; to improve the existing method of educational program delivery such that the end result will see an increase the academic achievement of the young offender population served by this Centre.

The objectives to attaining the goal were:

1. To assess the students participating in the project for the purposes for identifying current level of achievement, as well as individual educational needs in the subject areas of reading, writing, and math. The assessment tools to be utilized for this purpose will be; The Wide Range Achievement Test-Revised (WRAT-R) (Jastak Associates, Inc. 1984), and The Peabody Individual Achievement Test-Revised (PIAT-R) (American Guidance Service Inc. 1989).

2. To develop an individual education plan for each student participating in the project. This individual education plan, along with stating academic goals and objectives, will also incorporate behaviour management as well as motivational strategies, where warranted.

3. To utilize an alternative education approach of instruction in small groups, and individualized instruction in the teaching, learning process.

4. To increase the reading, writing, and math level of achievement, identified in objective number one, above, by at least two points, which is the equivalent of two months achievement at a particular grade level. Any increase will be measured using the assessment tools specified in objective number one. If an increase in achievement is shown at the end of the project, along with realizing the goal of the project, it will serve as evidence that modifying teaching methods can effect positive change in the academic levels of young offenders, and as a result this alternate approach can be recommended for continuation for the provision of effective educational services to the residents served by this Centre.

Chapter 4

SOLUTION STRATEGIES

The task of providing effective educational services to delinquent youth is not an easy chore. Research supports the fact that there is a need to develop appropriate educational programs designed to improve academic skills among delinquents in correctional facilities (Hill, 1981). This need is evidenced by data from numerous studies that document serious academic deficits among juvenile delinquents with normal intellectual ability. As previously indicated, the main focus of this practicum is directed toward the area of education. The school has been credited with being partly responsible for creating the problem, which is the subject of this project. Then, the solution, or part of the solution must occur within the school.

Alternative Education

Current literature provides information, and discussion on various types of alternative education programs which serve disruptive youth. Alternative programs, often referred to as non formal education, include those types of programs that are not normally offered in conventional school systems.

Recommendations include individualized instruction, rewards for academic achievement, small program size, optimal student-teacher ratio, goal-oriented emphasis on class work, conscientious teachers and supportive administrators who help establish a climate of respect for students and fair and consistent discipline (Brandt and Zlotnick, 1988). Reports on the status of such programs indicate students enrolled in alternative schools in New York City (Brandt and Zlotnick, 1988), were well satisfied with their experiences, and felt that their educational needs were being met.

Before alternative education methods can be implemented, identification of individual educational needs is an important first step to be completed. The next step is to provide 'appropriate' services in an attempt to accommodate these identified needs. Assessment is essential, not only to identify areas of academic weakness and need, but also to reveal areas of strength that can be utilized to improve areas of need. An environment must be established such that successful experiences can be created for the purposes of providing positive reinforcement, enhancing self-esteem, and generating motivation. Once needs have been identified, services, and or programs can be developed, and/or provided to meet the identified areas of need. Pasternack, Portillos, and Hoff, (1988), maintain that assessment is essential for the purposes of appropriate placement in academic/vocational programs based on identified individual needs.

Once assessment has identified the areas of need, a varied curriculum is one solution to the problem of providing a quality education to troubled youth, a variety of experiences through work-experience, and pre-vocational programs with an academic component included, designed to challenge the talented, as well as to encourage the reluctant. Brendtro and Ness, (1983), agree that programs must provide opportunities for exploration and accommodate a variety of styles and channels of learning. They also state that "creative arts, recreation, and physical education are vital to a holistic education and deserve an important place in the program" (p. 22).

The Diagnostic Classroom

Appropriate alternative education can be provided through the integration of academic and vocational instruction. One such process is through the establishment of a diagnostic classroom. "This diagnostic classroom provides comprehensive psychoeducational assessment in order to determine current academic abilities, preferred learning style, and academic strengths and weaknesses" (Pasternack, Portillos, and Hoff, 1988, p. 124). Each student spends one half of each school day for a two week period in the diagnostic classroom. During this period he/she is assessed before being placed in an educational program. The placement could include any combination of: remedial, special education, regular academic or vocational

training. Similarly, emphasis by other researchers, (Brandt, and Zlotnick, 1988; Hardy and Cull, 1974; Jenkins and Brown, 1988; and Shore, and Massimo, 1966), stress the importance of providing for individual needs through a continuum of educational, vocational, and special education programs.

Some programs which have proven to be successful with troubled youth such as the New Mexico Boys School, (Pasternack, Portillos, and Hoff, 1988), which utilizes the "diagnostic classroom", include programs designed upon the utilization of any combination of the following techniques: social skills training, life skills training, peer tutoring, direct instruction, role play, modelling, individualized programs, adult basic education, basic literacy, one to one pupil teacher instruction, token economy, and contracting.

Individualized Instruction

Individualized, one to one instruction has also proven to be very successful, as an alternative approach. One to one instruction is intensive instruction over a period of time taught by a skilled teacher who can keep the student on-task, and tailor the lessons to meet the student's specific needs. Although no documented cases with juvenile delinquents were available, literature exists to support the fact that students with learning problems often do well in one-to-one instruction (Kirk, 1986, and Lerner,

1988). This evidence can be relative to the youth population at this Centre since the majority of them do experience learning difficulties. Similarly, studies completed on average students who were taught individually achieved about two standard deviations above their peers (Bloom, 1984). Kirk (1986) found that one-to-one instruction produced good results. Students achieved more when instructional groups consisted of one to three students than when the groups had four to eight students. Kirk (1986) also advocates the use of one-to-one remediation for severely learning disabled students, suggesting that many of these students require individualized instruction, probably for one hour a day, five times a week, especially at the beginning of remediation.

The success of this method has been demonstrated in a report written by the author of this document, Langer (1989). Noticeable success was achieved while providing individual one on one instruction to one student for one and a half hours per day for a five week period. The subject of the case study was a sixteen year old adolescent, who, while not exhibiting overt disruptive behaviour, in his home room would refuse to co-operate, ignore the teacher, and "sleep" until class was over. His reading score in grade equivalency, at the beginning of the project, was 1.8, his written language score was 1.8, and his math score was 4.2, as a result of administering the Woodcock-Johnson Psycho-Educational Battery, (DLM Teaching Resources,

1977). Other tools used to confirm the accuracy of the scores included the Briggance Comprehensive Test Of Basic Skills and the Slosson Oral Reading Test. The Area of concentration was the area of reading and writing. At the end of the thirty-six hours of individual instruction the subject was retested using both the Briggance and the Slosson. The results indicated that the reading level of the subject improved substantially, by six (6) grade points. Not only was there a noticeable improvement in word recognition, but also in writing and spelling, because the words that he learned, he was also able to spell with 100% accuracy as well as rewrite accurately in simple sentences. The author feels that the amount of improvement and learning which was accomplished in such a relatively short period of time provides evidence to the fact that the method of program delivery does, in fact, influence whether a young offender learns, and achieves academically.

Selected Strategy

The advice and recommendations by the various researchers is significant, and was utilized during the course of the implementation of this project. A combination of teaching techniques including; low pupil teacher ratio, as well as individualized programs of instruction that stress skills acquisition in the areas of reading, writing, and mathematics, have proven to be beneficial when providing a solution to the problem. The solution strategy

chosen for this project was the non formal education method of Individualized Instruction. This particular strategy was chosen from those described because most of the students at this Centre generally require individualized attention. Relevant to this project, it is the method that could be implemented which would cause the least disruption to current scheduling. It would not require extra cost to management through hiring personnel or purchasing materials. Because research produced little in the way of written material in this particular area, and because limited evidence exists demonstrating the effectiveness of individualized instruction with juvenile delinquents, this project had to be somewhat exploratory in nature.

Report Of The Action Taken

The course of action taken for this practicum was as stated in the implementation plan, Appendix C. Each task and activity as itemized in the plan was adhered to as closely as possible. There was very little need for deviation from the initial plan. The only major change that had to be accommodated, which proved to be advantageous in terms of lower pupil teacher ratio, was the fact that during the fourth week of the implementation plan, two students were dropped from the program due to unforseen, unavoidable circumstances. One student had won an appeal on his conviction, and was released from secure custody, while the other

student was transferred from this Centre to another facility for protective custody.

During the first week, a major task was to identify those youth who would be in school for the duration of the ten week project, from start to finish. This meant that the students could be a heterogeneous group in terms of age and academic skill level, and/or grade level. Assessment provided further identification of students in terms of achievement and grade level. It also meant, for example, that not all students at grade nine level were age fourteen. Their ages ranged from fifteen to seventeen years, with even lower grade, or achievement levels. In other words, a students chronological age did not necessarily correspond with his mental age. Each student was assessed individually, and was advised that he would be participating in a special project for the purposes of improving areas of academic weakness as part of his program placement. Each student was told that participation was not mandatory, but their co-operation was needed and encouraged. Each student, while not overly enthusiastic about the idea, agreed to participate fully in the project.

Students were identified for the project, distinguished by age, current grade placement, and level of academic functioning, in grade equivalency, as identified by initial assessment results in the following chart.

RESULTS OF INITIAL ASSESSMENT PIAT-R

STUDENT	AGE	GRADE LEVEL	LEVEL OF FUNCTIONING READING	WRITING	MATH
STUDENT # 1	15.6	8	3.5	3.0	4.0
STUDENT # 2	16.2	9	3.4	3.2	5.4
STUDENT # 3	16.5	10	4.5	4.0	3.5
STUDENT # 4	17.6	8	3.3	3.6	6.0
STUDENT # 5	17.10	11	4.2	4.0	4.5

The weeks which followed, saw Group 1 attend classes as scheduled and participate in the project. Each day from Monday to Friday they attended classes regularly and received individualized instruction according to their level of functioning in the areas indicated, reading, writing and math, for approximately one and a half hours each day. The specific subject was alternated daily so that each day the concentration was in a different subject area. Instruction, tutorials, revision and reinforcement was given in relation to each concept being taught. In the subject area of reading, emphasis was placed on vocabulary building, as well as the development and building of comprehension skills. The material used for instructional purposes, along with being designed for lower functioning students, was also high in interest and age appropriate. The author has learned from past experiences that older students are very reluctant to read if forced to do so while using primary school level reading material. No specific text or curriculum was utilized,

rather, resources were drawn from a number of different sources.

In the area of writing, and to provide for continuity, transfer and reinforcement of reading skills, emphasis was placed on spelling, and the writing of sentences, and short paragraphs. Attention was also paid to neatness with regard to readability of written material. However, the students were very quick to overcome this minor difficulty by utilizing the computers as word processors. It is truly amazing to watch the expression on a young persons face when he sees his writing efforts printed in clear, crisp, black, and white typed print. The computer has proven to be both a wonderful stimulant and reinforcer, which also encourages the students to write, and read their own, as well as other students printed material. Even for reluctant readers, it was found that students in this particular group were more inclined to read while utilizing the computer.

In the area of math, emphasis was placed on skill building in the area of whole number operations of addition, subtraction, multiplication, and division. The latter two concepts seemed to be the main area of difficulty. Once again it was discovered that this group of adolescents could master the multiplication tables remarkably fast when it was incorporated into an educational computer game.

The classes continued. The students appeared to be both enjoying and benefitting form their participation in the project so far. At times, however,

five students clamouring for assistance all at once can prove to be very taxing. Being on individualized programs also means that not all students are working at the same level or on the same particular concept in a subject area. With regard to demand on teacher time, it was also found that the utilization of the computer can provide for semi-independent, self-paced remediation for some students. This allows more one to one teacher time with those students who need extra help and attention in a particular area or with a certain concept. As things worked out, this situation regarding demand on teacher time with five students rectified itself, because by the end of week four, Students #1 and #3, were gone from the project. These students were not replaced by others because of the guidelines and time factor established for this practicum project.

The fact that the project group had been decreased by two provided the author with the opportunity of experiencing and/or comparing the difference in providing individualized instruction to fewer numbers. There were several advantages to the decrease in numbers, such as the decreased demand on teacher time, as indicated earlier. With five students in class the amount of one-to-one instruction time each student received was one fifth of the total class time, while with three students in class, the amount of individualized attention that each student received was increased to one third of the time allotted for class. This time factor makes quite a difference when students

skills levels are so low that they need almost constant one-to-one attention, otherwise they do not attend to task and can become disruptive. Lack of attention is also a factor when students are forced to do things that they do not particularly like or in which they are not interested. At times students become frustrated when they reach a point where they cannot continue without help. If help is not immediately available when they demand it, such students tend to let their frustrations take control, and this often results in their wanting to quit for fear that continued efforts on their part would lead to further frustration, and failure. As long as the students are motivated by the success they experience, they tend to become more tolerant of minor obstacles and continue striving for mastery and success.

Midway through the time period allocated for the project, the students were evaluated and assessed again. They were evaluated by teacher made tests on the subject material covered to date, see Appendix D. They were also assessed to determine if any change in achievement or level of functioning had taken place since the initial assessment. The assessment device used for this purpose was The Wide Range Achievement Test-Revised. This tool was used as an indicator to determine change because it assessed the three subject areas of concern. If the results were closely related to the results of the initial assessment, it could possibly verify the level of achievement and/or indicate if progress has been made to date. No

major change was expected as a result of this mid-term assessment because of the relatively short period of time that had lapsed since the students had started in the project.

The students were individually assessed in the three subject areas identified for this project. This time, however, there were only three students in the Group to be assessed. The results of the assessment are demonstrated in the following table.

RESULTS OF MID-TERM ASSESSMENT (WRAT-R)

STUDENT	AGE	GRADE LEVEL	LEVEL OF FUNCTIONING READING	WRITING	MATH
STUDENT # 2	16.2	9	3.3	3.3	5.0
STUDENT # 4	17.6	8	3.5	3.6	6.5
STUDENT # 5	17.10	11	4.2	4.1	4.7

The results of this assessment were not expected to be exactly the same as those of the initial assessment mainly because the assessment tool used was different, and the outcome, while not producing duplicate results, provided figures close enough to the original results to confirm the fact that the grade equivalency determined by both assessments was fairly accurate. A reassessment of the group at the end of the project would determine whether or not there was any increase in the level of academic achievement or functioning. Because the assessment results at the beginning and mid-

point of the project were fairly similar, the author interpreted this as a positive indicator that the project could continue without any major restructuring or modifications. Other affirmative indicators included, a positive attitude, displayed by the students involved, toward participation in the project, and positive evaluation as evidenced by the results of teacher made tests on the subject material covered to date.

During the second half of the project, numbers remained constant. There were no "surprises" such as students being unexpectedly withdrawn from the project. The individualized instruction with the group of three continued as planned. The lessons progressed on schedule. The students seemed to flourish and enjoy their time in class. Overt comments made by the students such as, "If school was like this on the 'outside', I'd never quit", attest to the fact that they must enjoy what they were doing, otherwise it would have become a constant struggle to have them continue to participate in the project. It is the author's belief that, when students who have developed a dislike or distaste for learning, for whatever reason, this attitude can quite often be changed by a situation whereby the student is involved in an individualized education program that enables him to see immediate satisfactory results of his efforts. The fact that he experienced success once or twice can encourage him to try again, even if he does not meet with success every time after initial successful episodes have been experienced.

Although it may appear that fear of failure may tend to hinder attempts at learning, successful educational experiences along with positive praise and encouragement can provide the motivation that some students need to continue learning, despite the fact that it may well be a long, tedious process.

As the project neared completion, it was evident that progress had been made. The most notable improvement was in the amount of independence that the students had acquired with regard to working on assignments, and attempting new tasks unassisted. This also indicated increased self-confidence, along with a decrease in the demand for teacher assistance. These improvements were not substantiated by test results, but by personal observations during the ten week period. The Peabody Individual Achievement Test-Revised was used to retest the students on an individual basis during the last week of the project. The results are illustrated in the following chart.

RESULTS OF END-TERM ASSESSMENT (PIAT-R)

STUDENT	AGE	GRADE LEVEL	LEVEL OF FUNCTIONING READING	WRITING	MATH
STUDENT # 2	16.2	9	3.8	3.5	5.6
STUDENT # 4	17.6	8	3.6	3.8	6.5
STUDENT # 5	17.10	11	4.4	4.4	4.8

Chapter 5

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

The problem of providing effective educational programs to delinquent youth has been and continues to be a cause for real concern. The relatively high incidence of young offenders/juvenile delinquents with low academic achievement levels have prompted speculation as to why this situation has occurred. Does delinquency contribute to low academic achievement, or does low academic achievement and school failure cause delinquency? Several causal components have been credited with contributing to the problem, and the school itself has been sited as a major causal factor. Through the utilization of the school, as well as the implementation of non formal, alternative teaching methods, the author presented a strategy to help in the solution of the identified problem.

Results

The goal for the project was to improve the existing method of educational program delivery such that the end result will see an increase in the academic achievement of the young offender population served by this Centre.

Objective #1

To assess the students participating in the project for the purposes for identifying current level of achievement, as well as individual educational needs in the subject areas of reading, writing, and math.

Result:

The students were assessed. The findings are presented in the table below. The results include Students #1 and #3 who started the project initially, but did not continue.

RESULTS OF INITIAL ASSESSMENT PIAT-R

STUDENT	AGE	GRADE LEVEL	LEVEL OF FUNCTIONING READING	WRITING	MATH
STUDENT # 1	15.6	8	3.5	3.0	4.0
STUDENT # 2	16.2	9	3.4	3.2	5.4
STUDENT # 3	16.5	10	4.5	4.0	3.5
STUDENT # 4	17.6	8	3.3	3.6	6.0
STUDENT # 5	17.10	11	4.2	4.0	4.5

In the above table, the age listed is the chronological age of each student. The grade level listed is the last grade placement, or the last grade attended in 'regular' school. The level of functioning listed is the result of academic assessment completed prior to placement as indicated by the

Peabody Individual Achievement Test-Revised, for the purposes of this project. The results, as expected, showed academic levels of functioning well below the grade level placement. Scores in reading level alone ranged from 4.5 to 6.8 grade levels below the actual grade placement. In writing, the scores ranged from 5.8 to 7.0 below grade level, and in math, the scores ranged from 2.0 to 6.5 below grade level placement.

Objective #2

To develop an individual education plan for each student participating in the project.

Result:

The individual education plans for each student were developed based on the initial assessment results. Instructional material was provided on the basis of functional level as determined by those results as well. The goals for each student were fairly similar, and in accordance with the goals, and objectives for this project as a whole. The anticipated outcome for each individual plan was to see an increase in individual levels of achievement in the areas of reading, writing, and math by at least .2 grade levels. The results were successfully achieved.

Objective #3

To utilize an alternative education approach of instruction in small groups, and individualized instruction in the teaching, learning process.

Result:

The alternative education approach which was utilized, as opposed to more traditional, lecture method teaching, was the non formal method of individualized one to one instruction. The end results of the utilization of this method were positive as indicated by the final assessment.

Objective #4

To increase the reading, writing, and math level of achievement, identified in objective number one, above, by at least two points, which is the equivalent of two months achievement at a particular grade level.

Result:

The results were positive, as represented in the table below. The objective was achieved in all three subject areas. In reading, the increase ranged from .2 to .4 (grade levels) above initial results. In writing, the increase ranged from .2 to .4 above initial level, and in math the increase ranged from .2 to .5 when compared with initial assessment results. For graphic representation see Appendix E.

RESULTS OF END-TERM ASSESSMENT (PIAT-R)

STUDENT	AGE	GRADE LEVEL	LEVEL OF FUNCTIONING READING	WRITING	MATH
STUDENT # 2	16.2	9	3.8	3.5	5.6
STUDENT # 4	17.6	8	3.6	3.8	6.5
STUDENT # 5	17.10	11	4.4	4.4	4.8

The above table of results indicates that there was an increase in the level of functioning in all three areas for all three students involved in the project. Some students showed greater increases in certain areas than others. This fact could be attributed to the situation where learning had taken place prior to participation in the project, but had been forgotten due school truancy, or other such influencing factors. Participation in the project provided relearning, and revision, as well as remediation of what had been previously learned, thus resulting in the increased level of achievement in a relatively short period of time. Other students had to be presented with certain concepts several times and in a number of different ways before mastery was achieved. The time spent with each individual student teaching and helping them to relearn certain academic concepts would not be possible in a regular classroom environment or in a classroom where the pupil population was relatively high, five to eight students (Kirk, 1986). By achieving such positive results, the goal for this practicum project was achieved, and the project was considered a success.

The fact that the end result of this project was a positive one indicates that modifying the educational delivery system to accommodate the educational needs of the young offender population of this Centre does effect performance and academic levels of achievement. The fact that two students had to be dropped from the project did not prove to be detrimental to the outcome of the project. The individual one-to-one pupil-teacher contact time increased from 20% to 33.3% of the total class time. The positive results also concur with the writings of Kirk (1986), and Lerner (1988), that the best results of individualized one-to-one instruction occurred when the class population ranged from one to three students. Results were less effective however when class size ranged from five to eight students. One should also realize that the severity of the learning disability/problem as well as the severity of other complicating problems such as hyper-activity, and attention deficit, places special demands upon those who provide educational services. Effective results with such special needs students has been demonstrated through educational programs that have been modified to provide for identified individual needs as well as increased one-to-one teacher pupil instruction time, which can only be accommodated in classrooms where the population of students has been restricted in size (Kirk, 1986). The major disadvantage to providing this type of educational service is the tremendous cost involved.

Conclusion:

It has been established that there is a problem with providing effective education programs to troubled youth. It has also been established that there are effective methods of program delivery that can serve as a solution or partial solution to the problem. The cost of providing effective education to delinquent youth is high. However, if one considers the cost to society for providing care to incarcerated youth by today's standards, then maybe the extra cost of properly educating juvenile delinquents, in an attempt to equip them to become productive citizens, rather than a burden on society, would not seem so great after all. Intervention in the form of re-educating troubled youth today could prove to be a worthwhile investment in our future.

Recommendations:

These recommendations are made on the basis of this project in the hopes that others can benefit.

1. It is recommended that others in the field or who are otherwise interested in the area of education and delinquent/troubled youth to conduct further studies. More research in this particular area could provide the evidence needed for extra funding for the re-education of troubled youth.

2. It is recommended that regular school systems modify their delivery methods as a means of intervention in an attempt to decrease drop-out rate and an eventual decrease in the delinquency rate.

3. It is recommended that presentations be made to representatives in the Department of Education as well as local School Board officials, presenting facts, figures, statistics and success rates of effective alternative educational programs.

4. It is recommended that the Administrative Team of this Centre take a serious look at modifying current educational methods and begin the process of implementing effective educational delivery systems through the utilization of alternate education methods.

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APPENDIX A

REGULAR CLASSROOM TEACHER INTERVIEW

REGULAR CLASSROOM TEACHER INTERVIEW:
FOR JOHNNY, A DIFFICULT BOY

1. Is there a problem in any of the following situations: working alone, working in groups, structured activities, recess, lunch, free time, or a particular academic teaching time?

Johnny has his most difficult times in structured settings that require independent study skills. He constantly is off task and bothering other students. He has particular difficulty during reading workbook assignments and doesn't seem to have the self-control to read silently and answer written questions.

2. If there is a problem, what does he especially do?

He just can't seem to work without bothering someone. This bothering can involve poking a child, talking out for attention, making strange noises, or trying to talk with a neighbour to get him or her off task.

3. What is the frequency of the child's problem behavior?
Taking a rough count, it appears that Johnny makes from 5 to 10 noises each 45-minute classroom period. He also disturbs other children approximately 10 times in the same class period.

4. What is the duration of the child's problem behavior?

Johnny is generally off task for about 30 minutes out of the 45-minute class period.

5. What is the teacher's response to this behavior?

The teacher is tired of Johnny and feels that there is nothing she can do in her class to stop him. She feels that things are getting worse, and she might loose control of other children if Johnny's behavior is not stopped.

6. How does the class respond to this behavior?

The class loves it. They think that Johnny is the class clown, and they continuously give him attention for the behavior. However, socially Johnny is not well accepted by the other children.

7. What interventions have been tried by the teacher?

At first the teacher tried to reason with Johnny, but that had no effect. Then she started to ask him to get back on task and finally yelled at him and sent him to the principal's office. All of this just seemed to make things worse.

8. What is the child's response to the teacher's intervention?

It makes him worse.

9. What are the common classroom rules that are violated?

The teacher has not specified many rules for the class, although for Johnny, she implemented two rules: (1) Keep your hands in your own personal space, and (2) Do not bother your neighbour. He frequently violates these rules.

10. Does the child leave his or her desk inappropriately?

Yes, Johnny will frequently leave his desk, and wander around the room looking for attention.

11. Does the child bother his or her classmates while they are working?

Constantly.

12. Does the child talk out of turn?

Constantly.

13. Does the child demand excessive teacher attention?

Yes, because she is having to constantly correct his inappropriate behavior.

14. What is considered appropriate student behavior in each of the identified problem areas?

Appropriate behavior includes: (1) independent seatwork for 45-minute blocks of time, (2) to not bother other children, (3) to ask permission to talk during structured academic sessions, and (4) to not wander around the classroom.

15. What are the child's strengths? Does he engage in any appropriate classroom behavior?

Johnny is a really loving boy, which is really a strength. He does work consistently for 45 minutes or more when the topic is reading adventure stories. Getting to pick the next adventure story for the next class or extra reading time might be used as a reinforcer.

16. What are the possible rewards and punishers available in the classroom that could be used in a management program for this child?

Johnny loves attention. Appropriate peer attention, extra free time, getting to be a classroom monitor, and getting to choose a friend to play a game would be all be rewards. Possible punishers in the classroom might involve having to stay after school to work on academics that have been missed, having to sit in the corner as a form of time-out, and loss of recess time.

17. Is the teacher willing to use these rewards and punishers?

The teacher is desperate and willing to do anything. However, close consultation is needed because the teacher feels powerless. (Morgan and Jenson, 1988).

APPENDIX B

TIME TABLE

Appendix B

TIME TABLE - CLASS SCHEDULE

PERIOD	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
9:00 to 10:30	GP.1-MURPHY GP.2-DAY GP.3-NHOOK GP.4-REES	GP.2-MURPHY GP.3-DAY GP.4-NHOOK GP.1-REES	GP.3-MURPHY GP.4-DAY GP.1-NHOOK GP.2-REES	GP.4-MURPHY GP.1-DAY GP.2-NHOOK GP.3-REES	GP.1-MURPHY GP.2-DAY GP.3-NHOOK GP.4-REES	GP.2-MURPHY GP.3-DAY GP.4-NHOOK GP.1-REES	GP.3-MURPHY GP.4-DAY GP.1-NHOOK GP.2-REES
10:30 11:00	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS
11:00 to 12:30	GP.4-MURPHY GP.1-LANGER GP.2-NHOOK GP.3-REES	GP.1-LANGER GP.2-PHYSED GP.3-NHOOK GP.4-REES	GP.2-MURPHY GP.3-DAY GP.4-NHOOK GP.1-LANGER	GP.3-MURPHY GP.4-DAY GP.1-LANGER GP.2-REES	GP.4-MURPHY GP.1-LANGER GP.2-NHOOK GP.3-REES	GP.1-LANGER GP.2-DAY GP.3-PHYSED GP.4-REES	GP.2-MURPHY GP.3-DAY GP.4-NHOOK GP.1-LANGER
12:30 1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:30 to 3:00	GP.3-MURPHY GP.4-DAY GP.1-NHOOK GP.4-PHYSED	GP.4-MURPHY GP.1-DAY GP.2-NHOOK GP.3-REES	GP.1-PHYSED GP.2-DAY GP.3-NHOOK GP.4-REES	GP.2-MURPHY GP.3-DAY GP.4-NHOOK GP.1-REES	GP.3-MURPHY GP.4-DAY GP.1-NHOOK GP.2-REES	GP.4-MURPHY GP.1-DAY GP.2-NHOOK GP.3-REES	GP.1-MURPHY GP.2-DAY GP.3-NHOOK GP.4-REES

APPENDIX C

IMPLEMENTATION PLAN

Implementation Plan

The implementation plan, as specified in the guidelines for this project, will consist of ten weeks, from initial assessment to final evaluation. The author's intent is to utilize alternative education techniques, as stated in the objectives, with the aim of successfully increasing the academic achievement of the students involved. Non curriculum materials and other resources such as workbooks, textbooks, and computers will be used when necessary. The following is a weekly calendar of tasks and activities of the project.

WEEK 1

Task #1: Re-organization

During the first week, to set the preliminary stages, the author, as the person responsible, will be to meet with the teaching staff for the purposes of discussion and re-organization of the current school/class schedule to accommodate the implementation plan.

Task #2: Identification of participants

There is a continuous flow of youth entering and exiting from the facility and the school program. During the first week, a major task is to identify those youth who will be in school for the duration of the ten week project, from start to finish. This will also mean that the students may be a heterogeneous group in terms of age and academic skill level, and/or grade level. Assessment will provide for further identification of students in terms of achievement and grade level. This may also very likely mean, for example, that not all students with at grade nine level are age fourteen, there may be some who are fifteen, sixteen, or even seventeen, with even lower grade, or achievement levels. In other words, a students chronological age may not necessarily correspond with his mental age.

Task #3: Assessment

A third task that will be accomplished during the first week is the assessment of those youth identified as participants in the project. They will be assessed academically on an individual basis for the purposes of determining their level of academic achievement/functioning in the areas of reading, writing, and math. The assessment tools to be utilized for the purposes of this project, which are not currently being used on a consistent basis, will be the Peabody Individual Achievement Test-Revised (American Guidance Service Inc. 1989), and the Wide Range Achievement Test (WRAT-R) (Jastak Associates, Inc. 1984) Both these tools will be used for the following reasons: 1. they both assess fairly accurately the subject areas of concern, 2. the relative ease of administration where time is a factor, 3. the provision for students to be retested fairly frequently is incorporated, and 4. relative ease of scoring.

Task #4: Grouping

The total school population, as stated previously, consists of twenty students. This relatively low number of students is advantageous for the purposes of grouping. The students are currently grouped by grade. This has the disadvantage of overburdening some classes with as many as ten students, while some other classes may have as few as four or five. For this project, five of the twenty students will be selected to participate in the project. The selection process will be as stated in Task #2. The remainder of the residents will be divided equally among the other teachers, and will continue class participation in accordance with the schedule. The other teachers will continue to continue with their teaching assignments, while following the class schedule.

Task #5: Scheduling

Once the groups have been formed, then a class schedule will have to be developed (see appendix B). Group 1 will be identified as the "project group". The author will, by using the alternate teaching approach of individualized instruction as opposed to the large group, traditional lecture method, work with Group 1 each school day for a time period of ninety minutes. During the periods when Group 1 is not involved in the project, the

students in that group will attend regular classes. All other school activities will continue as usual, as indicated by the time table, and class schedule.

Before implementation can be initiated, approval must be obtained from other members of the administration team, including the program director and administrator. No major difficulty is anticipated with regard to any of the above mentioned first week's activities.

WEEK 2

Week 2 will see the implementation of the 'new' schedule. Each group will follow the schedule and attend the classes as indicated.

The author will attempt to teach lesson one in reading, language arts and math. The lessons will be individualized according to each students level of academic functioning. Motivation as well as co-operation may possibly have to be solicited, as indicated in the individual education plans. Discussion, and reinforcement techniques will have to be utilized until they feel comfortable with the classes. It is expected that this process could possible take up the best part of week two.

WEEK 3

Week 3 will see the students more settled and co-operative, as it is anticipated that some students may be reluctant to participate. The new class schedule allows these students to participate in shop activities, which normally would not be available to them under the old schedule. Because most of the students constantly request participation in shop activities, these shop classes can be utilized, to a certain extent, as reinforcers and motivators for participation in the project. Lessons in the specified subject areas will continue according to plan, allowing for flexibility should the need arise.

WEEK 4

Week 4 will see a continuation of the lessons. Each student in the Group will be encouraged to progress at his own rate in the hopes of attaining success and mastery of each lesson. Immediate feedback, both verbal and non verbal in the form of graded assignments, and successful experiences, along with praise and encouragement will also be used as reinforcement.

WEEK 5

During week five, the lessons will continue, taking care that the students individual needs are taken into consideration with regards to pace, and method of presentation. It is hoped that half of the lessons in each subject area, of reading, language arts, and math, will have been completed satisfactorily.

WEEK 6

Week six will be devoted primarily to review of the previous weeks' work and evaluation of the students progress, if any, to date. Teacher made tests on the material covered will be used at this particular time. The information gained during this period will also serve as an indicator as to whether progress is being made, or the project needs any revisions, or modifications.

WEEK 7

Using any information gained from the endeavours of week 6, week 7 will see the implementation of any changes of modifications in style, materials, or method as deemed necessary. The classes, and lessons will continue while adapting to any change.

WEEKS 8, and 9

These weeks will see a continuation of the classes, and lessons, noting any progress and continuing with strategies that produce any success. During this period, also, while noting any successes, note will be made of any strategies that do not seem to produce any positive results, and implement adjustments or change if there is any needed.

WEEK 10

During the tenth week, the students will be reassessed. To ensure consistency and validity, the same assessment tool as used in the initial assessment will be utilised. The results will be compiled and examined in comparison with the scores that the students attained at the very beginning of the project. These assessment scores, as well as daily informational data maintained during the ten week implementation period, will serve as an evaluation of the project in its entirety.

Based on the assessment results, whether they be successful or otherwise, recommendations will be made regarding the delivery of educational programs for young offenders at this Centre.

APPENDIX D

TEACHER MADE TEST

Directions: Read the sentences. Fill in the correct form of the verb for each sentence.

1. Yesterday Harry _____ a good ad for a job in the paper.

   is reading read

2. The ad _____ for a person to learn the furniture repair business. No experience was needed.

   was looking look

3. Harry _____ and made sure he had his references.

   dressed dress

4. Mr. Smith, the owner, _____ Harry.

   interviewed interviews

5. Mr. Smith _____ him to fill out an application.

   asked asks

6. Harry felt that he _____ very well.

   had done done

7. As he filled out the application, Harry _____ how smart he was to have brought the names of his references and old jobs with him.

   thinks was thinking

8. Harry _____ sure that everything was correct and written neatly.

   had made make

9. Harry _____ when he got the job.

   was surprised were surprised

10. You _____ ahead always. Being prepared helps you get the job.

    should plan plans

Division
Division Facts

Directions: Complete the sentences.

Example: 54 ÷ 6 = 9

1. 3 ÷ 1 = ___
2. 12 ÷ 4 = ___
3. 25 ÷ 5 = ___
4. 0 ÷ 3 = ___
5. 2 ÷ 2 = ___
6. 5 ÷ 1 = ___
7. 0 ÷ 4 = ___
8. 5 ÷ 5 = ___
9. 27 ÷ 9 = ___
10. 56 ÷ 8 = ___
11. 30 ÷ 6 = ___
12. 35 ÷ 7 = ___
13. 9 ÷ 9 = ___
14. 0 ÷ 8 = ___
15. 0 ÷ 6 = ___
16. 35 ÷ 5 = ___

Directions: Complete the sentences.

Example: 63 ÷ 9 = 7

17. 3 ÷ ___ = 1
18. ___ ÷ 1 = 2
19. ___ ÷ 4 = 1
20. 25 ÷ ___ = 5
21. 8 ÷ ___ = 4
22. ___ ÷ 3 = 0
23. ___ ÷ 1 = 2
24. 20 ÷ ___ = 5
25. ___ ÷ 6 = 5
26. ___ ÷ 8 = 8
27. ___ ÷ 9 = 4
28. 49 ÷ ___ = 7
29. 30 ÷ ___ = 5
30. ___ ÷ 8 = 1
31. 36 ÷ ___ = 9
32. 63 ÷ ___ = 9

Exercise 2

Complete each sentence by circling the correct word.

1. That building is _____ than my house.

   tall (taller) tallest

2. Last Thursday was the _____ day of the year.

   cold colder coldest

3. The fire was _____ than the oven.

   warm warmer warmest

4. The coffee is _____ enough.

   strong stronger strongest

5. The furnace was the _____ of all.

   hot hotter hottest

6. Jack worked hard to make the house neat and _____.

   clean cleaner cleanest

7. His car is _____ than mine.

   big bigger biggest

8. Mary has the _____ car I've ever seen.

   nice nicer nicest

9. The_____part of the day is at noon.

bright brighter brightest

10. It was a_____and sunny day.

warm warmer warmest

11. Early in the morning the sky grew_____than it had been before.

light lighter lightest

Circle the correct answer.

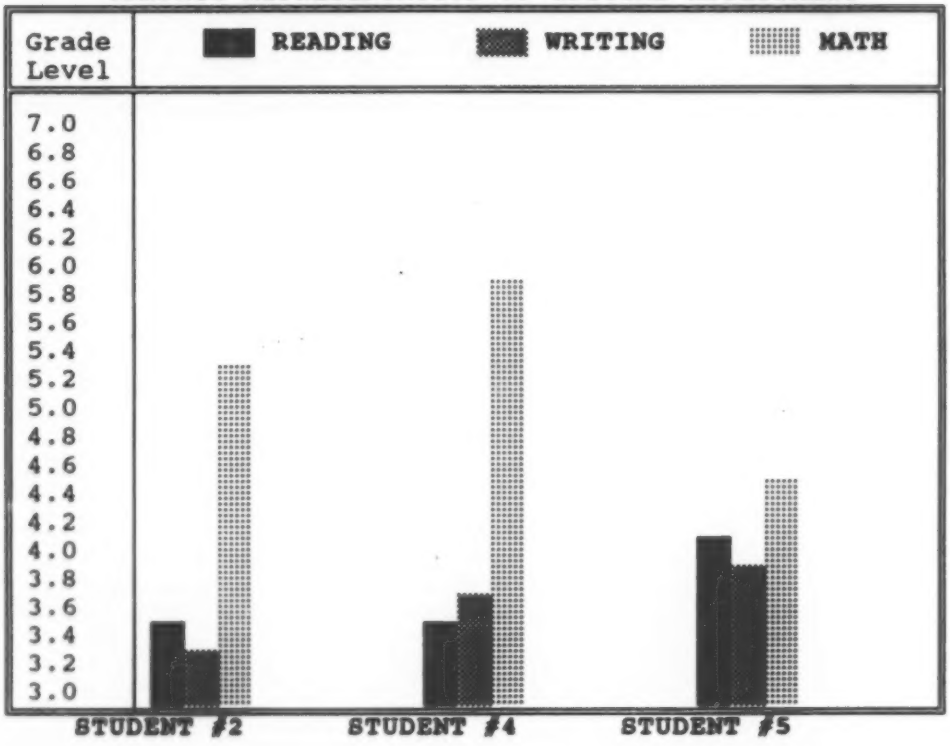
12. Always use the est ending when you compare:

two things more than two things

APPENDIX E

GRAPHIC REPRESENTATION OF ASSESSMENT RESULTS

GRAPHIC REPRESENTATION OF INITIAL ASSESSMENT



GRAPHIC REPRESENTATION OF FINAL ASSESSMENT